

## Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the ~~Core~~ Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

***Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.***

### Knowledge

- ~~1. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.~~
- ~~2.1.~~ The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
- ~~3.2.~~ The teacher understands the sequencing of motor skills (K-12).
- ~~4.3.~~ The teacher understands anatomical, neuromuscular, human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles ~~and physiological structures and functions.~~
- ~~5.4.~~ The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical ~~fitness activities- education activities~~ (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
- ~~6.5.~~ The teacher understands that daily physical activity-education provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- ~~7.6.~~ The teacher understands Adaptive Physical Education and how to work with students with special and diverse ~~student~~ needs (e.g., various physical abilities and limitations, culture, and gender).
7. The teacher understands technology operations and concepts pertinent to physical activity (e.g., heart rate monitors, pedometers, global positioning system).

### Disposition

1. The teacher recognizes that participation in regular daily physical activity and physical fitness is essential to the health and well-being of individuals.
2. The teacher recognizes the importance of modeling ~~a~~ physically safe, active, and fit lifestyle.

3. The teacher recognizes the importance of the correct and most efficient use of anatomical, neuromuscular, biomechanical, and physiological principles.

#### **Performance**

1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.
2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g., heart rate monitors, pedometers, global positioning system, and computer software).

***Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***

#### **Disposition**

1. The teacher appreciates individual variations of physical activity in the growth and development of students.

#### **Performance**

1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.
2. The teacher promotes physical activities that contribute to good health.

***Standard 3: ~~Adapting~~ Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***

#### **Performance**

1. The teacher provides opportunities that incorporate individual variations ~~to~~in movement to help students gain physical competence and confidence.

***Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.***

***Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that***

*encourages positive social interaction, active engagement in learning, and self-motivation.*

### **Knowledge**

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical [activity-education](#) settings.
2. The teacher knows strategies to help students become self-motivated in physical [activity education](#).
3. The teacher understands that individual performance is affected by anxiety.
4. [The teacher understands principles of effective management in indoor and outdoor movement settings.](#)

### **Disposition**

1. The teacher accepts responsibility for establishing a positive climate in the physical [activity-education](#) setting.
2. The teacher recognizes the importance of positive relationships and appropriate motivational strategies for participation in physical [activity education](#).

### **Performance**

1. The teacher [implements](#) strategies, [lessons, and activities](#) to promote positive peer relationships (e.g., mutual respect, support, safety, [sportsmanship](#), and cooperation) ~~and motivate students to participate in physical activity inside and outside the school setting.~~
2. [The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.](#)
3. [The teacher utilizes principles of effective management in indoor and outdoor movement settings.](#)

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*

*Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.*

### **Knowledge**

1. The teacher knows a variety of management ([e.g., space, people, and equipment](#)) and instructional strategies to maximize [physical education](#) activity time and [student](#) success.

2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, [YMCA gyms](#), and service organizations).

### **Performance**

1. The teacher uses and assesses management ([e.g., space, people, and equipment](#)) and instructional strategies to maximize [physical education](#) activity time and [student](#) success.

***Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.***

### **Knowledge**

1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical [education](#) activity, movement, and fitness goals.

### **Performance**

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical [education](#) activity, movement, and fitness goals.

***Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.***

### **Knowledge**

1. [The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.](#)

### **Disposition**

1. [The teacher recognizes the professional responsibility of modeling physical fitness and activity.](#)

***Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.***

***Standard 11: Safety - The teacher provides for a safe [physical education](#) learning environment.***

### **Knowledge**

1. The teacher understands the inherent dangers involved in physical [education](#) activities.
2. The teacher understands the need to consider safety when planning and providing instruction.

3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment~~and~~, attire, facilities, travel, and weather).
4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).

~~5.5.~~ The teacher understands school policies regarding student injury and medical treatment.

6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.

7. The teacher understands the appropriate steps when responding to safety situations.

8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

### **Disposition**

1. The teacher ~~is concerned about~~ recognizes the importance of the physical safety and ~~emotional~~ well-being of all students.

### **Performance**

1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical education activities.

3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.

~~3.4.~~ The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.

~~5. The teacher demonstrates the competencies for CPR and first aid.~~

~~65.~~ The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.

6. The teacher identifies safety situations and responds appropriately.

~~5. The teacher demonstrates the competencies for CPR and first aid.~~

~~67.~~ The teacher maintains CPR and first aid certification.